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ABSTRACT

The Cleveland Initiative for Education (CIE) is a plan designed by the Greater Cleveland (Ohio) Roundtable, the city's key assembly of civic and corporate leaders, and the Cleveland Public Schools. Its goal is to improve the quality of education, increase the number of high school graduates, and improve graduates' post-secondary opportunities through interlocking, system-wide programs. These papers, consisting of a fact sheet, questions and answers, a prologue, and executive summary, describe the background of the CIE, its programs, and its support services network. The Scholarship-in-Escrow and School-to-Work Transition programs are described in detail. The Scholarship-in-Escrow Program is intended to encourage Cleveland Public School students to consider post-secondary education. The program combines financial incentive, based on grades in prescribed academic subjects, with a comprehensive array of support services, both internal and external to the school district. The School-to-Work Transition Program is a partnership between the Cleveland Public Schools and the business community, designed to ease students' transition from school to the world of work, to focus the various employment programs that currently exist for students, and to meet the needs of businesses. (PS)

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CLEVELAND INITIATIVE FOR EDUCATION PROGRAM

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July 29, 1987

THE CLEVELAND INITIATIVE FOR EDUCATION

A Program Sponsored By

THE GREATER CLEVELAND ROUNDTABLE

THE CLEVELAND PUBLIC SCHOOLS

FACT SHEET

THE CLEVELAND INITIATIVE FOR EDUCATION. The Cleveland Initiative for Education (CIE) is a plan designed by the Greater Cleveland Roundtable and the Cleveland Public Schools to improve the quality of education, to increase the number of graduates, and to improve graduates' post-secondary opportunities through interlocking, system-wide programs:

*Scholarships. The Scholarship-in-Escrow Program (SIE) offers scholarship money for post-secondary schooling for grades earned by students in core academic subjects during grades 7 through 12: students earn $40 for each A: $20 for each B; and $10 for each C; students will receive statements of the amount accumulating for their use, and payment will be made directly to the post-secondary institution the student chooses to attend.

*Jobs. The School-to-Work Transition Program offers priority hiring status for entry-level jobs after graduation to qualified graduates. Job readiness training -- in school and on the job -- will assist 11th and 12th graders.

Both programs require support service networks that will link every student with scores of existing programs and services through a newly created and funded cadre of external advocates who will work in the schools.

WHEN AND WHERE. Students will begin accruing SIE funds in the second semester of the 1987-88 school year, which begins in January, 1988. The School-to-Work Transition Program will be operated by Youth Opportunities Unlimited, which currently has programs in four high schools. Under the School-to-Work Transition program, two schools will be added in January, 1988. The program will expand into the balance of the 19 Cleveland high schools over the next five years. Support service advocates will begin work in a few schools in January, 1988, and will be phased into the rest of the system.

ELIGIBILITY. SIE funds will accrue to all Cleveland Public School students from the day they enter 7th grade, through every semester they are enrolled in a Cleveland Public School, until they graduate from the 12th grade. At the end of the 10th grade, students may opt to join the School-to-Work Transition Program (they will continue to accrue SIE funds) if they think that they will decide to enter the job market after high school graduation.

FUNDING. Cleveland foundations, corporations, and other members of the community have committed in excess of $5 million toward the support of the program. The expected cost of the program is $3 million annually over the next five years.

THE GREATER CLEVELAND ROUNDTABLE. The Greater Cleveland Roundtable is a coalition of leaders from Cleveland's business, ethnic, civic, and religious segments who work together to improve the quality life in Cleveland.

WHAT IS UNIQUE ABOUT THIS PROGRAM? No big city in the country has mounted as intensive, comprehensive, and complex a campaign to attack the urban school crisis on as many fronts at once -- college payments, jobs, and the support services to enable the students to stay in school and graduate.

July 29, 1987

SOME QUESTIONS AND ANSWERS

ABOUT

THE CLEVELAND INITIATIVE FOR EDUCATION

A Program Sponsored By

THE GREATER CLEVELAND ROUNDTABLE

THE CLEVELAND PUBLIC SCHOOLS

OVERVIEW

WHAT IS THE CLEVELAND INITIATIVE FOR EDUCATION? The Cleveland Initiative for Education (CIE) is a plan designed by the Greater Cleveland Roundtable, the city's key assembly of civic and corporate leaders, and the Cleveland Public Schools to improve the quality of education, increase the number of high school graduates, and improve graduates' post-secondary opportunities through interlocking, system-wide programs. The breadth of the initiative makes it the first of its kind in the country.

WHAT PROGRAMS?

* SCHOLARSHIPS -- The Scholarship-in-Escrow Program (SIE) -- Every student in the Cleveland Public Schools from 7th through 12th grade will earn scholarship money, depending on the grades earned in core academic subjects, to be used to pay for post-secondary education or training. A student earns $40 for each A; $20 for each B; and $10 for each C.

* JOBS -- The School-to-Work Transition Program -- A public/private partnership in which Cleveland businesses will offer qualified students priority hiring status for entry-level jobs after graduation. Job readiness training for 11th and 12th graders will ensure that they are prepared to secure and retain jobs. The program operator will be Youth Opportunities Unlimited (Y.O.U.) an organization that already has a similar, successful program in four Cleveland high schools.

Both programs require support service networks that will link every student with scores of existing programs and services through a newly created and funded cadre of external advocates who will work in the schools.

WHAT IS THE RATIONALE? By offering scholarships for further education or training and the possibility of a job, students may have more of a reason to stay in school, and more reason to believe that they will be able to make something of themselves. The support service advocates will provide the personal attention and extra help that many youngsters need to smooth the road to graduation and beyond.

WHAT IS THE SCHOOL'S ROLE? The Cleveland Public Schools have struck a bargain with their students, with their parents, and with Cleveland's leadership. The school system has pledged to improve students' academic and social competency -- specific goals include increasing the number of graduates, increasing the number of graduates who can gain unconditional admission to accredited state universities, increasing the number of students taking ACTs and SATs and improving students' academic and "job ready" skills. In addition, the district has committed its support to the program objectives and day-to-day program operations, and will encourage the active involvement of administrators, teachers, students, and parents.

WHAT IS THE ROUNDTABLE'S ROLE? For its part, the Roundtable Education Committee developed the program at the suggestion of Alfred D. Tutela, Superintendent of the Cleveland Public Schools.

The Roundtable also enlisted the participation of the city's corporate and foundation leaders. It has begun to secure the money to fund the scholarships, the advocates, and program operations.

HOW DOES IT BENEFIT TEACHERS? Central to the program is the expectation that, by providing students with hope and opportunities, and the motivation to stay in school, the schools will be better places for teachers to work.

In addition, the efficient linkage of students with support services will free teachers to teach.

WHAT IS THE GOAL? Nothing less than better students, more graduates, better degrees, and better citizens.

HOW MUCH FUNDING IS REQUIRED? Cleveland foundations, corporations, and other members of the community have committed in excess of $5 million toward the support of the program. The expected cost of the program is $3 million annually over the next five years.

WHAT IS THE ROUNDTABLE? The Greater Cleveland Roundtable is a non-profit organization that assembles leaders from all aspects of the Cleveland community -- black, white, ethnic, corporate, civic, clergy, etc.

Since 1981, the Roundtable has created Youth Opportunities Unlimited (Y.O.U.) for youth job development and placement, coordinated state-wide support for housing legislation and prepared major studies on Cleveland race relations, police, minority business, and labor-management issues.

It is where Cleveland looks to tackle the social, economic, and civic problems that confront the city today.

A. BACKGROUND

HOW DID THIS BEGIN? Alfred D. Tutela, Superintendent of the Cleveland Public Schools, was invited by Richard W. Pogue, chairman of the Roundtable and managing partner of Jones, Day, Reavis & Pogue, to present to the Roundtable his ideas on how the Roundtable might help the schools.

Tutela said that his highest priority was finding an incentive for students to complete their educations, provide inner city children and their parents with a reason to believe that the future could be better -- and draw on the energy and resources of the city's wider community.

School Board President Stanley E. Tolliver, Sr., has indicated that the School Board supports the Superintendent's priorities and is enthusiastic about the Cleveland Initiative for Education.

HOW DID THE ROUNDTABLE RESPOND? The Roundtable developed the SIE and School-to-Work Programs, and sought the support and involvement of Y.O.U. It will continue to assemble financial backing.

Under the leadership of John F. Lewis, managing partner of Squire, Sanders & Dempsey, and chairman of the Roundtable's Education Committee, Tutela's notion was nurtured, the machinery conceived, and the players and pieces assembled and tuned.

John McDonald, Senior Vice President at The Standard Oil Company, chaired the SIE task force and will continue as head of its board. Robert W. Gillespie, the Chairman and Chief Executive Officer of Society National Bank, headed the School-to-Work Transition Program task force. William J. Williams, Chairman and Chief Executive Officer of Huntington National Bank chairs the Y.O.U. board.

WHAT ARE THE ANTECEDENTS OF THE PROGRAM? Nationally, a number of public and private initiatives have adopted individual classes or schools, whose students are encouraged to complete their degrees by the promise of scholarships.

The first such effort, and probably the best known, is that of Eugene Lang, a New York industrialist, who promised scholarships to the 6th graders at P.S. 121 in East Harlem. There are other such programs across the country, including Cleveland, where two private citizens, Charlotte Kramer and Jerome Holmes, have promised scholarships to the members of two classes at two of the city's elementary schools.

WHAT MAKES THIS INITIATIVE UNIQUE? The SIE and School-to-Work programs address student and school needs in a more comprehensive way than has been tried in any other urban school district.

No big city school system in the country has attempted to tie together college scholarships, job, and support services to smooth the path between 7th grade and graduation for its entire student body.

B. SCHOLARSHIP-IN-ESCROW

WHEN DOES THE PROGRAM BEGIN? Scholarship money starts to accrue in the second semester of the 1987-88 school year, which begins in January, 1988.

CAN THE MONEY BE EARNED FOR As, Bs, and Cs IN ANY COURSES? No -- money is only earned in accordance with performance in core academic subjects: mathematics, science, social studies, English, and foreign languages.

HOW MUCH MONEY CAN A STUDENT ACCUMULATE? A 7th grader who goes on to graduate with straight As will have earned a total of $4,800. A C+ student will find $1,800 waiting to be used for post-secondary education or training.

WHICH STUDENTS PRESENTLY IN SCHOOL ACCUMULATE MONEY?
Every student in the 7th through 12th grades earns scholarship credits while enrolled in the Cleveland Public Schools.

CAN THE MONEY ONLY BE USED FOR COLLEGE? Yes and no. Yes, it must be used for post-secondary education or training. But, no, it need not be used only for traditional two or four year college programs. Technical and vocational schools, nursing schools, business colleges, and beauty schools all qualify, as do private and public colleges and universities.

ONLY IN OHIO? No, any school that is eligible under the Pell or Ohio Instructional Grant Programs qualifies -- and these schools are throughout the United States.

MUST THE MONEY BE USED RIGHT AFTER HIGH SCHOOL? No, a student has up to eight years to use it.

DOES THE MONEY GO TO THE STUDENT OR THE SCHOOL? The money is paid directly to the institution where the student enrolls for post-secondary education or training.

IS EVERY CLEVELAND PUBLIC SCHOOL INCLUDED? Scholarship money will begin to accrue to all 7th through 12th grade students in the Cleveland Public Schools in January, 1988. The support service advocates will be phased in.

WILL PARENTS PLAY A ROLE? Yes -- they will receive statements of the money accruing to their child, be represented on the SIE Board, and be actively involved through the existing School Community Councils.

C. THE SCHOOL-TO-WORK TRANSITION PROGRAM

HOW WILL THE PROGRAM WORK? The program operator will be Y.O.U. At the end of 10th grade, students who think that their choice probably will be to enter the job market when they graduate can opt to participate in the program during the 11th and 12th grades. They will receive job readiness training, and work experience through part-time and summer jobs. Qualified graduates will be granted priority hiring status for full-time, entry-level jobs by participating Cleveland businesses. External career specialists in each school will oversee day-to-day program operations and provide necessary support services and job readiness training.

WHAT ABOUT THE SIE CREDITS THEY HAVE EARNED?? Students continue to accrue SIE funds while they participate in the School-to-Work Transition Program -- and can use the scholarship money if they later decide to go on to further education or training.

WILL THE PROGRAM BE DISTRICT-WIDE IMMEDIATELY? No, the School-to-Work Transition Program will be operating in six schools by January, 1988 (Y.O.U. currently operates programs in four high schools). It will expand into the 13 remaining high schools over the next five years.

HOW DOES THIS DIFFER FROM CURRENT Y.O.U. PROGRAMS? The School-to-Work Transition Program is very similar to Y.O.U.'s current A.C.T. program. The School-to-Work Transition Program involves an expansion and refinement of the existing Y.O.U. program and formalizes Y.O.U.'s relationship with the employment community.

DO ANY OTHER CITIES HAVE SIMILAR PROGRAMS? The School-to-Work Transition Program is similar to the highly successful Boston (Mass.) Compact. That partnership between Boston's schools and businesses has had a noticeable impact on attendance (up 12%) and test scores (up 6%). The Compact has even increased college placements by 15%. In 1986, it placed 2,600 students in summer, part-time and entry-level jobs.

The Roundtable asked the people who structured the Boston Compact what they would do differently if they could start over -- and built Cleveland's program on the basis of the lessons learned.

D. THE SUPPORT SERVICES NETWORK

WHAT IS MEANT BY "SUPPORT SERVICES"? Any service that meets the myriad extracurricular needs of the students -- from reading tutors, to help in specific subjects, to homework assistance, to a recreation program, to pregnancy counseling, to free art or music lessons at the Museum of Art or the Music School Settlement.

DON'T THOSE PROGRAMS ALREADY EXIST? Yes, and often quite successfully so. What will be new is the addition of a corps of special advocates in the schools, experts on cutting through the red tape to get children the services they need.

DOES THIS REPLACE EXISTING SERVICES? No. For the first time, the community has the opportunity to coordinate and focus the highly worthwhile and ongoing programs that currently exist on a common goal. Instead of supplanting individual efforts, a SIE/School-to-Work package will give greater meaning to and maximize their impact.

* * *

The Cleveland Initiative for Education represents a systemic vision for the school district -- designed to motivate students and to instill in them a belief in their own future.

GREATER CLEVELAND ROUNDTABLE

SCHOLARSHIP-IN-ESCROW AND SCHOOL-TO-WORK PROGRAMS

Prologue

Improved performance in the Cleveland Public Schools is believed to rest upon two significant changes: enhanced delivery of relevant instruction and increased motivation to learn. The Scholarship-in-Escrow Program and the School-to-Work Transition Program represent a systemic vision for the school district -- designed to motivate students and to instill in them a belief in their own futures. It is hoped that improved student motivation will drive a host of educational reforms.

SIE and School-to-Work will address the needs of the total school population in a more comprehensive way than has been attempted in any other urban school district. In order to succeed, this effort will require continuation of all of the highly worthwhile and ongoing programs that currently exist in a variety of business/school partnerships, tutorials, recreational programs, and other youth services. For the first time, the community has the opportunity to coordinate and focus all of these individual programs on a common goal. Instead of supplanting the individuals efforts, an SIE/School-to-Work package will give greater meaning to and maximize their impact.

EXECUTIVE SUMMARY

SCHOLARSHIP-IN-ESCROW

The Scholarship-in-Escrow Program is intended to encourage Cleveland Public School students to consider post-secondary education -- not limited to four-year college -- and to believe that they are capable of achieving that goal and that it is worthwhile. The program combines financial incentive, based on grades in prescribed academic subjects, with a comprehensive array of support services, both internal and external to the school district.

The goals of the program are to:

1. Increase the annual number of graduates
2. Improve the quality of the diploma received
3. Increase the number of graduates who attend post-secondary schools.

Role of the Cleveland Public Schools

The role of the schools is clearly central to achievement of SIE objectives. If the program is to be evaluated in terms of increasing the numbers of graduates, the numbers of those who enroll in post-secondary schools, and improving the quality of the diploma, success cannot be measured for five years, when the present 8th graders finalize college plans, and the present 7th graders take their ACTs and SATs.

However, interim measures can indicate program progress -- such factors as attendance; student and staff attitudes; restructured guidance programs; staff development; and the numbers of students taking prescribed Carnegie Units. The Superintendent has agreed to have in place the systems which can monitor progress against the interim measures.

Community Support Services

Most critical to the program's success is a coordinated support system available to all students. Local agencies which serve youth in any way can and should be encouraged to join this effort -- not to change their programming nor to give up autonomy -- but to coordinate their efforts with others to help students develop in constructive directions. Churches, parents, businesses, school councils, and community-based agencies ideally should cooperate in this mutually beneficial partnership.

The linkage between community services and school teachers, guidance counselors, and administrators will be vitally important. The Task Force believes that approximately 25 project coordinators will be needed to make the appropriate linkages between students and services. It is recommended that the Jobs Training Partnership Act (JTPA) be investigated as a potential and reasonable funding source for this component.

Maintenance of funding for all of the organizations historically supported by the community is key to the success of SIE. Programs such as Y.O.U., The Cleveland Scholarship Program, and the Cleveland Education Fund have major roles to play in the improvement of education.

Funding

SIE will award payments to students according to the following schedule: A=$40; B=$20; C=$10. Maximum possible accrual for six years is $4800. Assuming an average GPA of C+, the average accrual will be $1800 per student.

It is anticipated that overhead will include an executive director, an assistant director, and a secretary. Office space and equipment, financial administration, and any computer services should be sought as in-kind donations. As indicated earlier, JTPA should be approached for support service coordinators.

Based on the above assumptions and anticipated overhead costs, the Task Force recommends a fundraising goal of $10 million, to be raised at the rate of $2 million each year for five years.

At the end of five years, the program should be evaluated to determine whether annual fundraising or an endowment would be preferable. In any event, future commitments to students covered in the initial five years would be fully met by the recommended funding strategy.

Organizational Structure

It is recommended that SIE be administered as a separate agency, with its own free-standing Board of Trustees. The organization should be external to the school district, but always include the Superintendent as a Trustee.

In addition to an SIE organization, the Task Force recommends that a Coordinating Council be established to encompass representatives from all of the key agencies whose primary purpose is to serve the Cleveland Public School system and its students. The Council might also include representatives from other community organizations, such as COSE, the Roundtable, and the Growth Association. The Council would have no legal power, but would provide a necessary forum for communication and coordination of efforts. If the comprehensive vision for the school district is to be realized, this kind of body is essential.

SCHOOL-TO-WORK TRANSITION PROGRAM

The School-to-Work Transition Program is a partnership between the Cleveland Public Schools and the Employment Community, designed to ease students' transition from school to the world of work, to focus the various employment programs that currently exist for CPS students on common objectives, and to meet the needs of businesses. The program objectives are to:

1. Improve the academic and "job ready" qualifications of the graduating seniors

2. Increase the employment opportunities available to graduates of the Cleveland Public Schools

3. Provide the Employment Community with a centralized employment service that will receive and process job offers and assist in matching students with appropriate jobs.

In this public/private partnership, the Employment Community provides priority hiring status in a sequence of part-time, summer, and entry-level jobs to qualified CPS students and graduates. In addition, it provides assistance to CPS students after college. The Cleveland Public Schools, in turn, work with students to improve academic and social competency. An external entity, in this case Youth Opportunities Unlimited, provides a bridge between the Employment Community and the Cleveland Public Schools through a cadre of in-school career specialists.

The program primarily will serve 11th and 12th grade students, although selected 9th and 10th graders will participate in job preparation programs. The option to enter the program will be available to all students, but all students may not choose to enter or remain in the program. In this way, the 11th grade students who enroll in the School-to-Work Transition Program are not asked to make an irrefutable decision about their futures: program participants continue to accrue Scholarship-in-Escrow funds in accordance with their performance in academic subjects to be used should they decide to pursue post-secondary education or training after graduation. The intent of the program is to provide training and encouragement to students who <u>think</u> that their choice <u>probably</u> will be to enter the job market when they graduate. As partners in the program, students who are enrolled will be asked to demonstrate a clear understanding of the program objectives, maintain and/or improve academic and social performance, and participate in program activities.

The success of the School-to-Work Transition Program, like SIE, will depend upon the improved delivery of a comprehensive array of support services to students, beginning in the 7th grade. It is hoped that a well-coordinated sequence of support services, including extra help and enrichment, will encourage students to remain in school and go on to either satisfying careers or higher education or training.

The Agreements

1. The Employment Community. By signing an agreement to join in the School-to-Work Transition Program, a business agrees to: 1) grant priority hiring status to qualified graduates of the Cleveland Public Schools (although employers will not be asked to commit a specific number of jobs, they will be encouraged to make a good faith effort to provide some entry-level jobs each year and to supplement these jobs with summer and part-time positions to be filled by 11th and 12th graders); 2) make a five-year commitment to participate; 3) designate an individual who will be responsible for overseeing the business's participation in the program and who will communicate frequently with the Program Operator; 4) offer recognition to students that it employs. It will be critical that participating companies continue their funding for the many existing programs that will be vital to the overall success of the program.

In addition, it is hoped that some of the participating businesses will choose to become the "business partner" of a specific school, and participate actively in shaping the school's environment.

2. The Cleveland Public Schools. A strong and continuing commitment by the Cleveland Public Schools will determine the overall success of the School-to-Work Transition Program. The Employment Community will look to the CPS to adequately prepare the students academically and socially to enter the job market and to advance in their positions. The CPS will also play a major role in enlisting student, parent, and staff support; in ensuring that systems are in place to guarantee the availability of reliable, consistent, accessible baseline, interim, and long-term data; and in facilitating day-to-day program operations.

3. The Program Operator - Youth Opportunities Unlimited. As Program Operator, Y.O.U. will: 1) provide the Employment Community with a single organization to which to pledge jobs for CPS graduates; 2) streamline and centralize the job development process; 3) offer a sequence of part-time, summer, and full-time, entry-level job opportunities to CPS students and graduates; and 4) offer a career competency curriculum that will adequately prepare CPS students to enter the job market.

Building on its current programs in four CPS high schools, Y.O.U. gradually will refine and expand its programs into all 19 comprehensive and magnet high schools over five years. Y.O.U. will retain its autonomy in terms of program operations and fund administration and will be responsible for hiring and training external career specialists and staff.

Funding

The current Y.O.U. programs are largely supported by corporations and foundations. It is anticipated that funding for the School-to-Work Transition Program will be derived from the same sources,

at an expanded level. The total private sector funding for the Y.O.U. programs required over five years is approximately $5.9 million, to be used in accordance with the planned expansion. The cost of the program in six schools for the 1987-88 school year will be approximately $950,000. By 1991-92, when the program will be district wide, the cost is projected to be $1,450,000.